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ABSTRACT

This report presents information on 1996-1997 Northern Virginia Community College (NVCC) graduates collected through the survey mailed annually to NVCC graduates. Section 1 is the Introduction. Section 2, Profile of Survey Respondents, looks at graduates and respondents, award types, age of respondents (48% under age 30), gender (58% female), and race (69% White and 13% Black). Section 3, Goals of Respondents, examines stated goals when entering NVCC (53% wanted to transfer and 26% wanted to enter the workforce), achievement of stated goals, future academic goals, respondents' goals by age distribution, and goals by race distribution. Section 4, Employment and Income, reports employment status, employment benefits from a NVCC degree, relationship between current job and NVCC degree, and income levels by award type. Section 5, Education after NVCC, discusses current educational status of graduates (36% were attending school full-time), NVCC preparation for advanced studies, difficulties with transferring credits, and area colleges attended by NVCC graduates. Section 6, Satisfaction with NVCC Education, explores an evaluation of community college programs, preparation for bachelor's degree programs, and money borrowed for NVCC education. Section 7, Evaluation of Faculty, Instruction, and Facilities, looks at comments from the NVCC graduate survey. Finally, Section 8 presents a summary of the findings. Appended in this report are tables for respondents' stated goals and the 1997 Graduate Survey instrument used. (VWC)

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GRADUATE SURVEY REPORT: CLASS OF 1997

Research Report No. 16-99

Office of Institutional Research
Northern Virginia Community College

August 1999

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GRADUATE SURVEY REPORT: CLASS OF 1997

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GRADUATE SURVEY REPORT: CLASS OF 1997

Executive Summary

This report presents information on 1996-1997 NVCC graduates. The information is collected through the graduate survey, mailed annually to NVCC graduates. The survey contains questions regarding educational goals, employment, and the impact NVCC has had upon the continuing education of its graduates. The survey also allows graduates to evaluate their academic instruction at NVCC, their instructors, and the College facilities and services. In order to simplify the reading of this report, graduates of the academic year of 1996-1997 who were surveyed will hereafter be referred to as 1997 graduates. The report consists of eight sections.

Section 1: Introduction

- There were 2,753 graduates in 1997. Of those students, 936 responded to the graduate survey.
- The response rate to the NVCC graduate survey has fluctuated over the past five years, from 40% to 31%. For the 1997 year, the response rate was 34%.

Section 2: Profile of Survey Respondents

- A comparison of the characteristics of the graduating class and the survey respondents is presented in this section.
- There was approximately the same percentage of respondents who graduated with an A.S. degree (41%) and an A.A.S. degree (40%) in 1997. Only 8 respondents (1%) graduated from the A.A.A. program.
- The largest percentage of respondents (48%) was under 30 years of age, followed by respondents between 30 to 39 years of age (28%). Fifty-eight percent of the respondents were female and 42% male.
- The majority of the respondents were White (69%), followed by Black respondents (13%), Asian respondents (9%), and Hispanic respondents (6%). There were slight differences between the racial composition of the respondents and the actual graduating class.

Section 3: Goals of Respondents

- The majority of the respondents (53%) stated that transferring to a four-year institution was their primary goal when entering NVCC. Twenty-six percent stated that their primary goal was to gain the skills necessary to enter the workforce.
- Ninety percent of the respondents stated that they had achieved their educational goal upon graduating from NVCC. In addition, 78% of the respondents stated their goal had remained the same while enrolled at NVCC.
- Eighty-nine percent of the respondents reported that they were planning to pursue an advanced degree. Forty percent stated that they plan to obtain a bachelor's degree, 37% a master's degree, and 12% a doctorate or professional degree.

- The greatest percentage of respondents, with a goal of obtaining a bachelor's degree, was between 30 to 49 years of age (46%). Obtaining a master's degree was the most frequently stated goal for respondents over 50 years of age.
- Plans to pursue a bachelor's degree was the most frequently stated academic goal by White respondents (40%), Black respondents (44%), and Asian respondents (37%). The most frequently stated academic goal for Hispanic respondents was to obtain a master's degree (41%).

Section 4: Employment and Income

- Of 867 respondents, 63% were employed full time, 19% worked part time, and 4% worked part time while seeking full-time employment. Three percent of the respondents were unemployed. In addition, another 11% did not have a job but were not looking for employment.
- For those graduates 59 years of age or younger, there were no significant differences among the employment status of the respondents. Respondents who were 60 years of age or more were more likely to be both employed part-time (29%) and unemployed (not looking for employment)(29%) than respondents less than 60 years of age.
- The median income levels (full-time and part-time employment status) for respondents varied between the various award types. The median salary for respondents employed full time with a Certificate degree was $35,500, which was the highest reported full-time salary for all awards. Respondents with an A.A. award had the highest median income level for part-time employment ($25,000).
- Graduates were asked whether their NVCC education helped them to either gain a salary increase, obtain a promotion, get a better job with a new employer, or other job related benefits. The respondents selected these job related benefits in approximately equal proportions (25%).
- Four hundred graduates stated that their current jobs were related to their NVCC major. Of those respondents whose jobs were related to their NVCC major, 47% graduated with a transfer degree and 53% with an occupational-technical degree. There were no significant differences according to the race or the gender of the respondents.

Section 5: Education After NVCC

- Of the 641 graduates who responded, 36% were attending school full time, 40% were attending school part time, and 24% were not enrolled in any school.
- Four hundred and forty-one graduates rated their NVCC education as preparation for their present college studies. Sixty-two percent of the respondents rated their preparation for their present studies as excellent, 37% stated their NVCC preparation was adequate, and 1% felt inadequately prepared for their current studies.
- A total of 61 respondents cited problems in transferring NVCC credit hours.
- Four hundred and eighty-two respondents stated that they were continuing their education. Eighty-one percent continued their education at an institution in Virginia, 5% in the District of Columbia, 3% in Maryland, and 11% in institutions in other states. The most popular institution that NVCC graduates transferred to was George Mason University followed by Strayer College.

Section 6: Satisfaction with NVCC Education

- Nine questions from the State Council for Higher Education in Virginia (SCHEV) were included in the graduate survey. SCHEV required all Virginia community colleges to include these questions so that they could collect comparable data from community college graduates throughout the state.
- Six hundred and seventy graduates responded to the SCHEV question "To what extent does your community college degree program help you perform in the workplace?" Forty-one percent stated that their NVCC degree helped very much with their workplace performance. This was followed by 35% stating that their NVCC degree helped somewhat, 12% stating that their degree helped very little, and 12% stating that their degree did not help at all.
- Graduates were asked to evaluate the community college degree program on the basis of education, advising, and course availability. Eight hundred and twenty-nine graduates evaluated NVCC on the basis of education with 82% stating that they were 'very much' satisfied. Seven hundred and sixty-four graduates evaluated NVCC on the basis of advising with 44% stating that they were 'very much' satisfied. Thirdly, 776 graduates evaluated NVCC on the basis of course availability with 58% stating that they were 'very much' satisfied.
- Eight hundred and seventy-one graduates reported how much money they borrowed in order to pay for tuition, books, and other educational expenses while enrolled at NVCC. Seventy-four percent of the respondents stated that they had not borrowed any money, 4% reported that they borrowed $1,000 or less, and 11% stated that they had borrowed between $1,001 and $3,000. In addition, 6% stated that they had borrowed between $3,001 and $5,000 and 4% reported that they borrowed more than $5,000 in order to pay for their NVCC education.
- Five hundred and seven graduates reported that they were either currently enrolled in a bachelor's degree program, had completed a bachelor's degree, or had been enrolled in a bachelor's degree program.
- There were 469 responses to the question "To what extent is this bachelor's degree program related to your community college degree program?" Fifty-eight percent of the respondents stated that their bachelor's degree was 'very much' related to their NVCC degree. This was followed by 28% stating that their bachelor's degree was 'somewhat' related to their NVCC degree.
- Graduates were also asked the extent that their community college program academically prepared them for their bachelor's degree program. Over 59% (275 respondents) stated that they were 'very much' academically prepared for their bachelor's degree.

Section 7: Evaluation of Faculty, Instruction, and Facilities

- The graduate survey gives students the opportunity to assess their academic instruction, instructors, and College services and facilities. Graduates were asked to describe what was best about their NVCC education, what problems they experienced as NVCC students, and how the College could improve its services.
- Of the 936 graduates who completed the survey, 759 had comments on their NVCC educational experience.

GRADUATE SURVEY REPORT: CLASS OF 1997

Section 1: Introduction

Since 1972, Northern Virginia Community College (NVCC) has conducted an annual survey of its graduates. The graduate survey contains questions regarding educational goals, employment, and the impact NVCC has had upon the employment and continuing education of its graduates. In addition, the survey gives graduates an opportunity to assess their academic instruction at NVCC, their instructors, and the College services and facilities.

This report presents information on graduates of the 1996-97 academic year, and is divided into eight sections. Section II presents the characteristics of the survey respondents, including information on age, gender, race, and award type. Goals of the graduating class are discussed in Section III and employment information of the graduates is presented in Section IV. In Section V, the educational status of the graduates after leaving NVCC is presented and Section VI presents data pertaining to the respondents' satisfaction with their NVCC education. Finally, Section VII presents the respondents' evaluation of their overall academic or workforce preparation, the NVCC faculty, academic instruction, and NVCC facilities and Section VIII is a general summary of the survey results.

Northern Virginia Community College mails survey questionnaires to its graduates each spring semester.[1] The 1997 graduate survey report presents information based on a survey instrument that was revised in 1994. In order to simplify the reading of this report, graduates of the academic year of 1996-97 who were surveyed will, hereafter, be referred to as 1997 graduates.

The response rate to the NVCC graduate survey has fluctuated over the past five years, from 40% to 31%. For the 1996-97 year, the response rate was 34%. The low response rate may be explained in part by graduates' change in domicile. A large number of undeliverable surveys are returned to NVCC each year without a forwarding address. It is important to note that the percentages shown in the various tables within this report are based on the number of responses for that particular question. The same number of graduates did not respond to each question in the graduate survey. Table 1 presents the number of graduates, respondents, and the response rates for the academic years 1992-93 through 1996-97.

Table 1: Graduate Survey Response Rates, 1992-93 Through 1996-97

	1992-93	1993-94	1994-95	1995-96	1996-97
Graduates	2,492	2,615	2,509	2,581	2,753
Respondents	1,000	802	951	799	936
Response Rate	40%	31%	38%	31%	34%

[1] A copy of the Graduate Survey instrument is attached at the end of this report.

Section 2. Profile of Survey Respondents

Graduates and Respondents

Table 2 presents information on both the 1997 NVCC graduates and the respondents to the graduate survey. As seen in Table 2, the respondents to the graduate survey provided a statistically representative sample of the entire 1997 NVCC graduating class.[2] Therefore, the remaining information included in this report will pertain to only those individuals who responded to the graduate survey. It is important to note that graduates who were White, or U.S. citizens, or between the ages of 40 and 60 years, or recipients of Associate in Science degrees had a slightly higher representation in the response sample compared to the actual graduating class.

Table 2: 1997 Graduates and Survey Respondents

	Number of Graduates	Percentage of Graduates	Number of Respondents	Percentage of Respondents
GENDER				
Male	1,150	41.8	390	41.7
Female	1,603	58.2	546	58.3
RACE				
White	1,804	65.5	646	69.0
Black	353	12.8	120	12.8
Asian	313	11.4	89	9.5
Hispanic	189	6.9	55	5.9
Native American	17	0.6	7	0.7
Other	77	2.8	19	2.0
AGE				
<30	1,362	49.5	448	47.9
30-39	803	29.2	265	28.3
40-49	413	15.0	151	16.1
50-59	154	5.6	65	6.9
60+	21	0.8	7	0.7
CITIZENSHIP*				
U.S.	2,250	81.8	790	84.4
Non-U.S.	500	18.2	146	15.6
HOME CAMPUS				
Alexandria	820	29.8	274	29.3
Annandale	1,147	41.7	390	41.7
Loudoun	241	8.8	84	9.0
Manassas	206	7.5	65	6.9
Woodbridge	339	12.3	123	13.1
AWARD				
A.A.	166	6.0	47	5.0
A.S.	1,110	40.3	388	41.5
A.A.A.	22	0.8	8	0.9
A.A.S.	1,085	39.4	373	39.9
Certificate	370	13.4	120	12.8
TOTAL	**2,753**	**100.0 %**	**936**	**100.0 %**

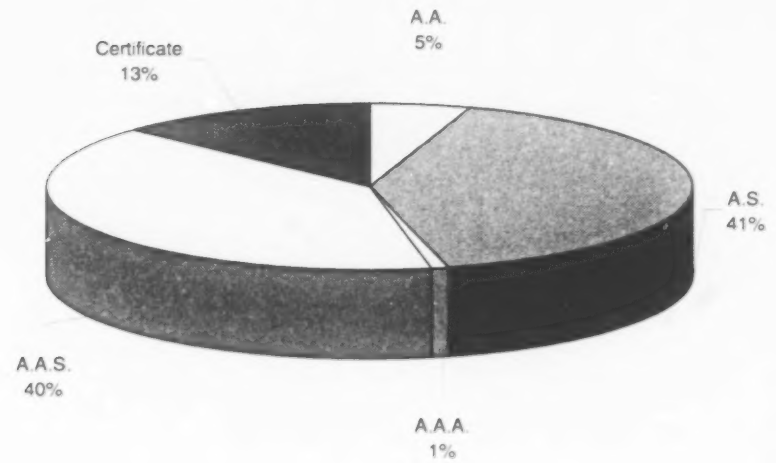
* Information for three graduates is missing from this category due to changes in student identification numbers.

[2] Students who graduated in Summer 1996, Fall 1996 and Spring 1997 are included in this group.

Award Types

The award types that the respondents earned are presented in Figure 1. Both the Associate in Arts (A.A.) and the Associate in Science (A.S.) programs are categorized as transfer type degrees, designed to allow students to transfer to a four-year college or university. The Associate in Applied Arts (A.A.A.), the Associate in Applied Science (A.A.S.), and Certificate (Cert.) programs are classified as occupational–technical awards, which prepare students to enter the workforce upon graduation. Approximately the same percentage of respondents graduated with an A.S. degree (41%) or an A.A.S. degree (40%) in 1997. The A.A.A. program had the fewest graduates, with 8 respondents (1%).

Figure 1: Award Types of Respondents

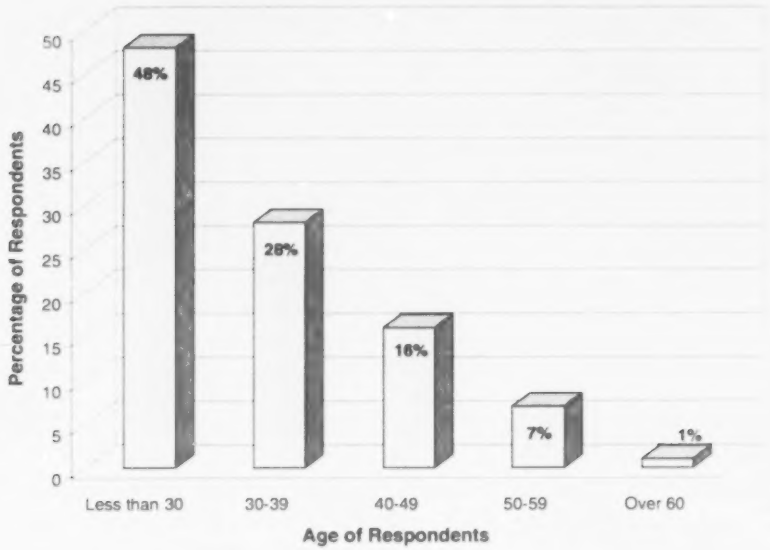


Age of Respondents

As shown in Figure 2 and Table 2, the largest percentage of respondents (48%) was under 30 years of age, followed by respondents between 30 to 39 years of age (28%).

The median age for respondents who graduated from the Associate in Arts degree program was 26 years and 27 years for respondents from the Associate in Science degree program. The median age of the students who graduated in occupational-technical awards was greater than for the other degree types. The median age of respondents who were awarded an A.A.S. degree was 33 years. For A.A.A. degree and Certificate award types, the median age of the respondents was 41 and 37 years respectively.

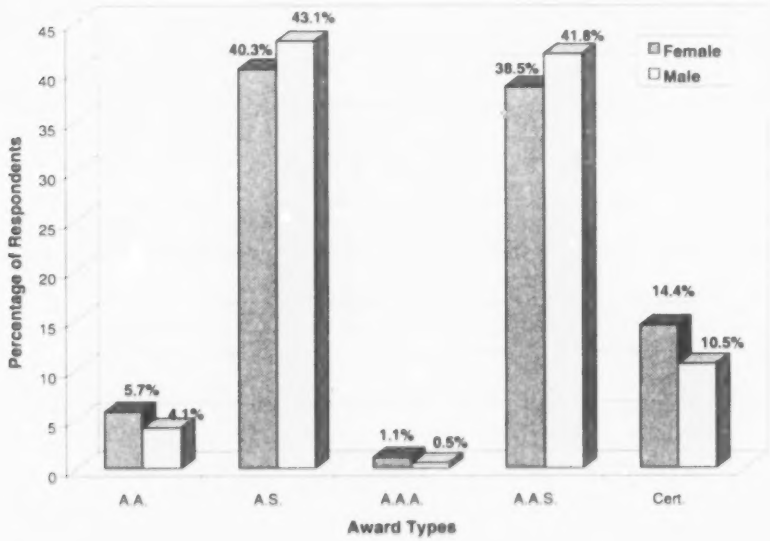
Figure 2: Age Profile of Respondents



Gender

As shown in Table 2, there were a greater percentage of female respondents (58%) than male respondents (42%). The greatest percentage of both female and male respondents graduated from the Associate in Science (A.S.) program (40% and 43% respectively). There were no significant differences between the percentage of female versus male respondents in the various award types (see Figure 3).

Figure 3: Award Types By Gender



Race

The majority of the respondents were White (69%), followed by Black respondents (13%), Asian respondents (9%), and Hispanic respondents (6%) (see Figure 4 and Table 2). There were slight differences between the racial composition of the respondents and the actual graduating class.

Figure 4: Race of Respondents

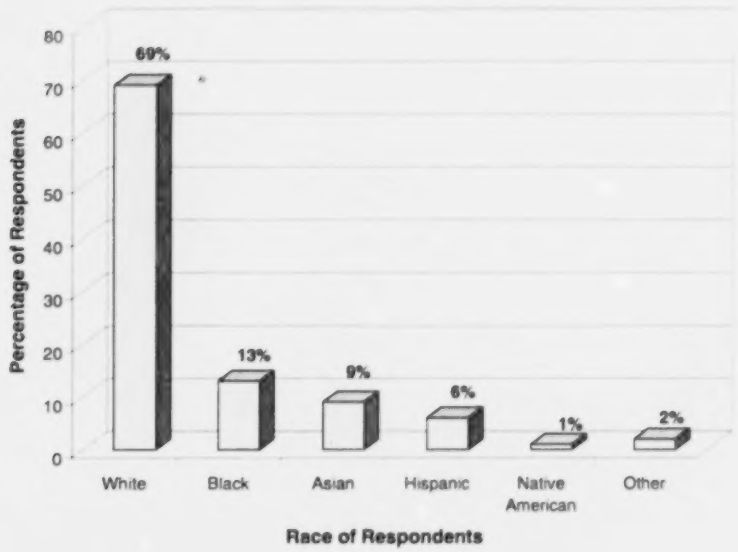


Table 3 presents the respondent's award types by race. White and Black respondents most frequently earned A.S. degrees (44% and 35% respectively). Asian and Hispanic respondents most frequently earned A.A.A./A.A.S. degrees (47% and 42% respectively).

Table 3: Award Types By Race

Award Type	Race of Respondents											
	White		Black		Asian		Hispanic		Native American		Other	
	#	%	#	%	#	%	#	%	#	%	#	%
A.A.	33	5.1	2	1.7	3	3.4	5	9.1	0	0.0	4	21.1
A.S.	283	43.8	42	35.0	35	39.3	19	34.5	3	42.9	6	31.6
A.A.A./A.A.S.	267	41.3	40	33.3	42	47.2	23	41.8	3	42.9	6	31.6
Certificate	63	9.8	36	30.0	9	10.1	8	14.6	1	14.2	3	15.7
Total	**646**	**100.0%**	**120**	**100.0%**	**89**	**100.0%**	**55**	**100.0%**	**7**	**100.0%**	**19**	**100.0%**

Section 3: Goals of Respondents

Stated Goals at NVCC

Graduates were asked to state what their primary goals were when they entered NVCC. Out of 907 respondents, the majority (53%) stated that transferring to a four-year institution was their primary goal upon enrolling at NVCC. Twenty-six percent of the respondents stated that upon entering NVCC, their primary goal was to gain the skills necessary to enter the workforce.

In terms of the respondents' stated goals, there were no significant variations between graduates who earned a transfer degree or those who earned an occupational-technical degree. Transferring to a four-year institution was the primary goal for 54% of the respondents who received either an A.A. or A.S. degree (transfer programs), as compared to 51% of the respondents who received an A.A.A., A.A.S., or Certificate degree (occupational-technical programs). Both types of degree programs, transfer and occupational-technical, had 26% of the respondents stating that entering the workforce upon graduation was a primary goal. Similarly, stating personal enrichment or improving job skills as a primary goal varied slightly among the respondents who either graduated from a transfer program or an occupational-technical program. These similarities indicate that there was no direct relationship between stated goals and the degree types chosen by the respondents.

Table 4: Stated Goals By Award Type

Stated Goals	Transfer Degrees (A.A. & A.S.)		Occupational-Technical Degrees (A.A.A., A.A.S., & Cert.)		All Awards	
	#	%	#	%	#	%
Transfer	227	54.0	250	51.5	477	53.0
Enter Workforce	110	26.1	127	26.1	237	26.0
Improve Job Skills	51	12.1	52	10.7	103	11.0
Personal Enrichment	33	7.8	57	11.7	90	10.0
Total	**421**	**100.0%**	**486**	**100.0%**	**907**	**100.0%**

The stated goals of the respondents when entering NVCC were also analyzed according to the age of the graduates (see Table 5). Regardless of the age of the respondent, transferring to a four-year institution was the most frequently stated goal. Transferring was the primary goal for over 50% of the respondents who were less than 50 years of age. Thirty-two percent of the respondents between the ages of 40-49 years indicated that their primary goal was to enter the workforce. This percentage was higher than for the other age groups and may indicate that these respondents were interested in career changes. The percentage of respondents who enrolled at NVCC for personal enrichment purposes did not increase with the age of the graduates. Because of the low number of respondents over 60 years of age, no generalizations could be made for this group. Specific information on the goals of the respondents by gender, race, and award type is presented in Table A1 and Table A2 in the Appendix of this report.

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Table 5: Stated Goals By Age of Respondents

Stated Goals	Age of Respondents									
	< 30 Years		30-39 Years		40-49 Years		50-59 Years		60+ Years	
	#	%	#	%	#	%	#	%	#	%
Transfer	235	54.1	134	51.8	73	50.3	30	48.4	5	71.4
Enter Workforce	110	25.4	64	24.7	47	32.4	15	24.2	1	14.3
Improve Job Skills	49	11.3	28	10.8	13	9.0	12	19.3	1	14.3
Personal Enrichment	40	9.2	33	12.7	12	8.3	5	8.1	0	0.0
Total	**434**	**100.0%**	**259**	**100.0%**	**145**	**100.0%**	**62**	**100.0%**	**7**	**100.0%**

Achievement of Stated Goals

Tables 6 and 7 present the responses from graduates for two survey questions pertaining to educational goals. The information is presented according to the degree type that was awarded. According to Table 6, ninety percent (90%) of the respondents had attained their primary educational goal.

Table 6: Responses to the Survey Question "Was Your Educational Goal Achieved?"

	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert,)		All Awards	
	#	%	#	%	#	%
Yes	386	90.0	434	90.0	820	90.0
No	41	10.0	46	10.0	87	10.0
Total	**427**	**100.0%**	**480**	**100.0%**	**907**	**100.0%**

Furthermore, 78% of all respondents stated their goal had remained the same while enrolled at NVCC (see Table 7).

Table 7: Responses to the Survey Question "Did Your Goal Change While Attending NVCC?"

	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards	
	#	%	#	%	#	%
Yes	103	24.0	101	21.0	204	22.0
No	321	76.0	385	79.0	706	78.0
Total	**424**	**100.0%**	**486**	**100.0%**	**910**	**100.0%**

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There was no significant variation in the responses to both questions (Tables 6 & 7) according to the race of the respondent or the degree type awarded.

Future Academic Goals

Eighty-nine percent of the respondents reported that they were planning to pursue an advanced degree, with 40% planning to obtain a bachelor's degree, 37% a master's degree, and 12% a doctorate or professional degree (see Table 8). Seven percent of the respondents were planning on obtaining another associate's degree and 4% did not have any further academic goals.

Table 8: Future Academic Goals of Respondents

	Number of Respondents	Percent of Respondents
No Additional Degree	32	3.7
Associate	60	6.8
Bachelor's	351	40.0
Master's	327	37.3
Doctorate/Professional	107	12.2
Total	877	100.0%

Respondents' Goals By Age Distribution

Table 9 presents the stated future academic goals of the respondents by age. Those students 30-39 years of age and 40-49 years of age most frequently indicated a future academic goal of obtaining a bachelor's degree (46%). Obtaining a master's degree was the most frequently stated goal for respondents over 50 years of age. Those respondents who were below 30 years in age indicated in equal proportion (approximately 37%) that their highest educational goal was to either obtain a bachelor's degree or master's degree.

Table 9: Future Academic Goals of Respondents By Age

Goals	Age of Respondents									
	< 30 Years		30-39 Years		40-49 Years		50-59 Years		60+ Years	
	#	%	#	%	#	%	#	%	#	%
No Additional Degree	15	3.6	11	4.4	4	2.8	2	3.2	0	0.0
Associate	31	7.5	16	6.4	9	6.3	3	4.8	1	14.3
Bachelor's	153	36.8	113	45.6	66	46.1	17	27.0	2	28.6
Master's	157	37.7	86	34.7	52	36.4	28	44.4	4	57.1
Doctorate/Professional	60	14.4	22	8.9	12	8.4	13	20.6	0	0.0
Total	**416**	**100.0%**	**248**	**100.0%**	**143**	**100.0%**	**63**	**100.0%**	**7**	**100.0%**

Goals By Race Distribution

Plans to pursue a bachelor's degree was the most frequently stated academic goal of White respondents (40%), Black respondents (44%), and Asian respondents (37%). The most frequently stated academic goal for Hispanic respondents was to obtain a master's degree (41%). Except for Asian students, the response 'not seeking any additional degree' was chosen the least, regardless of the race of the graduate.

Table 10: Future Academic Goals of Respondents By Race *

Goals	White Respondents		Black Respondents		Asian Respondents		Hispanic Respondents		Total	
	#	%	#	%	#	%	#	%	#	%
No Additional Degree	19	3.1	5	4.4	6	7.2	1	2.0	31	3.6
Associate	41	6.8	7	6.2	3	3.6	7	14.3	58	6.8
Bachelor's	241	39.8	50	44.2	31	37.3	15	30.6	337	39.7
Master's	229	37.8	42	37.2	29	35.0	20	40.8	320	37.6
Doctorate/Professional	76	12.5	9	8.0	14	16.9	6	12.3	105	12.3
Total	**606**	**100.0%**	**113**	**100.0%**	**83**	**100.0%**	**49**	**100.0%**	**851**	**100.0%**

* Native American students and students who stated that they were included in an 'Other' racial category were not included in this total due to their small percentage of the total population.

Section 4: Employment and Income

Employment Status

A total of 867 graduates responded to the survey question "What is your current occupational status?" Eighty-six percent of the graduates who responded to this question were employed. Sixty-three percent of the respondents worked full time, 19% worked part time, and 4% worked part time while seeking full-time employment. Three percent of the respondents were unemployed. In addition, another 11% did not have a job but were not looking for employment (see Figure 5). There were no significant differences between employment status and degree types (see Table 11).

Table 11: Occupational Status Of Respondents By Award Type

Occupational Status	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards (N=867)	
	#	%	#	%	#	%
Employed Full Time	249	61.7	297	64.1	546	63.0
Employed Part Time	81	20.0	80	17.3	161	19.0
Unemployed (Seeking Employment)	12	3.0	17	3.7	29	3.0
Unemployed (Not Seeking Employment)	45	11.1	49	10.6	94	11.0
Employed Part Time (Seeking Full-Time Employment)	17	4.2	20	4.3	37	4.0
Total	**404**	**100.0%**	**463**	**100.0%**	**867**	**100.0%**

Figure 5: Occupational Status of Respondents

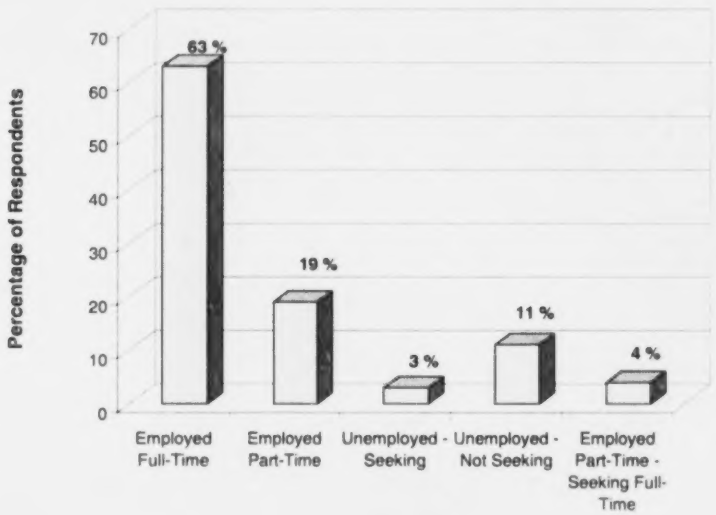

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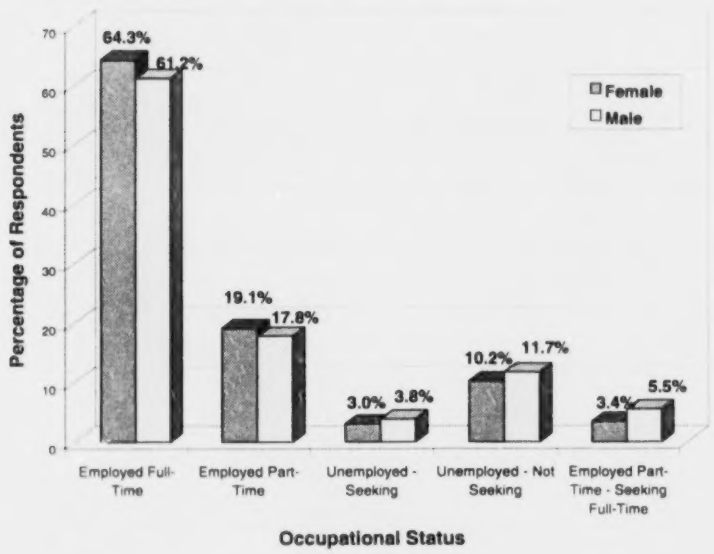
Table 12 displays the occupational status of the respondents according to age. The majority of the respondents, who were 59 years or younger, were employed full time, followed by part-time employment. The greatest percentage of respondents who were employed full time were those between 50 to 59 years of age (68%). Respondents who were 60 years of age or older were more likely to be employed both part-time (29%) and unemployed (not seeking employment) (29%) than respondents younger than 60 years of age.

Table 12: Occupational Status of Respondents By Age

Occupational Status	Age of Respondents									
	< 30 Years		30-39 Years		40-49 Years		50-59 Years		60 + Years	
	#	%	#	%	#	%	#	%	#	%
Employed Full Time	260	61.9	163	66.8	79	58.1	41	68.3	3	42.8
Employed Part Time	75	17.9	42	17.2	30	22.1	12	20.0	2	28.6
Unemployed (Seeking Employment)	18	4.3	5	2.0	4	2.9	2	3.3	0	0.0
Unemployed (Not Seeking Employment)	49	11.6	26	10.7	13	9.6	4	6.7	2	28.6
Employed Part Time (Seeking Full-Time Employment)	18	4.3	8	3.3	10	7.3	1	1.7	0	0.0
Total	**420**	**100.0%**	**244**	**100.0%**	**136**	**100.0%**	**60**	**100.0%**	**7**	**100.0%**

There was a slightly higher percentage of female respondents that were employed (either full-time or part-time) compared to male respondents (see Figure 6). Correspondingly, there was a greater percentage of male respondents that were either not able to find employment or not seeking employment. In addition, there was a greater percentage of male respondents who were employed part-time, but seeking full-time employment.

Figure 6: Occupational Status Of Respondents By Gender



The occupational status of the respondents according to race is presented in Table 13. For White, Black, Asian, and Hispanic respondents, the occupational status was similar to the employment distribution for the entire group (see Table 11). For White respondents, Black respondents, and Asian respondents, the majority of the students were employed full-time, followed by part-time employment.

Table 13: Occupational Status Of Respondents By Race

Occupational Status	Race of Respondents											
	White		Black		Asian		Hispanic		Native American		Other	
	#	%	#	%	#	%	#	%	#	%	#	%
Employed Full Time	378	63.1	72	64.9	52	64.2	34	68.0	4	57.1	6	31.6
Employed Part Time	119	19.9	19	17.1	15	18.5	5	10.0	0	0.0	3	15.8
Unemployed (Seeking Employment)	16	2.7	3	2.7	4	4.9	3	6.0	0	0.0	3	15.8
Unemployed (Not Seeking Employment)	64	10.7	10	9.0	8	9.9	5	10.0	2	28.6	5	26.3
Employed Part Time (Seeking Full-Time Employment)	22	3.6	7	6.3	2	2.5	3	6.0	1	14.3	2	10.5
Total	**599**	**100.0%**	**111**	**100.0%**	**81**	**100.0%**	**50**	**100.0%**	**7**	**100.0%**	**19**	**100.0%**

Table 14 displays the data obtained in response to the graduate survey question "When did you obtain your current job?" The largest percentage of the respondents, 37%, obtained their job after graduating from NVCC. Thirty-two percent of the respondents obtained their job while attending NVCC and 31% before beginning their studies at NVCC.

Table 14: Responses to the Survey Question "When Did You Obtain Your Current Job?"

Time of Obtaining Current Job	Number of Respondents	Percent of Respondents
Before NVCC	236	30.8%
While at NVCC	248	32.4%
After Graduating from NVCC	282	36.8%
Total	**766**	**100.0%**

Table 15 displays the results obtained from the question "Did your NVCC education help you obtain your current job?" The responses were almost distributed evenly between those graduates who stated that their NVCC award had helped them obtain their current job and those who felt it had not helped them.

Table 15: Effectiveness of NVCC Award In Obtaining Present Job

	Number of Respondents	Percent of Respondents
Yes	376	49.7%
No	381	50.3%
Total	**757**	**100.0%**

Employment Benefits From a NVCC Degree

Graduates employed at the time of the survey were asked whether their NVCC education helped them to either gain a salary increase, obtain a promotion, get a better job with a new employer, or other job related benefits. Table 16 presents some of the job-related benefits that respondents received after obtaining an NVCC degree. This information is further detailed according to degree type and gender (see Table 16). The respondents selected the job-related benefits in approximately equal proportions, with 'obtaining a better job' being the most frequently selected benefit (32%). With a few exceptions, the differences between the benefits indicated by male and female respondents were relatively small. One exception was that a larger proportion of men, with an occupational-technical degree, obtained a better job.

Table 16: Respondents' Job-Related Benefits Of A NVCC Degree By Gender*

Job Related Benefits	Transfer (A.A. & A.S.)				Occupational – Technical (A.A.A., A.A.S., & Certificate)				All Awards (N=474)	
	Male		Female		Male		Female		Total	
	Num	%	Num	%	Num	%	Num	%	Num	%
Pay Increase	23	25.0	27	20.6	18	19.8	38	23.7	106	22.4
Promotion	22	24.0	30	22.9	18	19.8	42	26.3	112	23.6
Better Job	30	32.6	42	32.1	35	38.4	46	28.8	153	32.3
Other	17	18.4	32	24.4	20	22.0	34	21.2	103	21.7
Total	**92**	**100.0%**	**131**	**100.0%**	**91**	**100.0%**	**160**	**100.0%**	**474**	**100.0%**

*Multiple responses were allowed for each category.

Relationship Between Current Job and NVCC Degree

Tables 17, 18, and 19 present responses to the survey question "Is your current job related to your NVCC degree/certificate?" A total of 690 graduates, who had indicated that they were employed, responded to this question. Fifty-eight percent of the respondents (400 graduates) stated that their current job was related to their NVCC major. Over 57% of the respondents with a transfer degree and 59% of the respondents with an occupational-technical degree stated that their current job was related to their NVCC major.

Table 17: Respondents' Job Relationship to Program of Study at NVCC*

Relationship to Program of Study	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards (N=690)	
	Num	%	Num	%	Num	%
Related	187	57.2	213	58.7	400	58.0
Not Related	140	42.8	150	41.3	290	42.0
Total	**327**	**100.0%**	**363**	**100.0%**	**690**	**100.0%**

* Includes only responses from graduates who reported being employed.

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Table 18 presents information by race for those respondents who indicated that their jobs were related to their NVCC majors. Both White and Minority respondents who graduated with occupational-technical degrees had higher percentages of jobs relating to their programs of study than did graduates with transfer degrees. In addition, Minority respondents who had earned an occupational-technical degree were more likely to hold jobs relating to their programs of study (59%) compared to White respondents with occupational-technical degrees (51%).

Table 18: Respondents With Jobs Related To Their Major, By Race

Degree Type	Race of Respondents					
	White		Minority		All Awards (N=400)	
	#	%	#	%	#	%
Transfer (A.A. & A.S.)	139	48.9%	48	41.4%	187	46.7%
Occupational-Technical (A.A.A., A.A.S., & Cert.)	145	51.1%	68	58.6%	213	53.3%
Total	**284**	**100.0%**	**116**	**100.0%**	**400**	**100.0%**

Respondents, who indicated a relationship between their job and their NVCC major, were also analyzed according to gender. There were no significant differences between male and female respondents among the degree categories. Respondents who had obtained occupational-technical degrees were more likely to hold jobs related to their majors than graduates who obtained transfer degrees. This was true for both male and female graduates (55% and 52% respectively).

Table 19: Respondents With Jobs Related To Their Major, By Gender

Degree Type	Gender of Respondents					
	Male		Female		All Awards (N=400)	
	#	%	#	%	#	%
Transfer (A.A. & A.S.)	69	45.4%	118	47.6%	187	46.7%
Occupational-Technical (A.A.A., A.A.S., & Cert.)	83	54.6%	130	52.4%	213	53.3%
Total	**152**	**100.0%**	**248**	**100.0%**	**400**	**100.0%**

Income Levels By Award Type

Table 20 presents salary information for respondents who were employed either part time or full time by their award types. There were a total of 867 respondents who answered this question regarding their income levels.

- A.A. Degree: Overall, 82% of the respondents with an A.A. degree were employed, with 64% of this group working full time. The median salary for full-time employed respondents was $31,300 and $25,000 for part-time employed respondents.

- A.S. Degree: The employment rate of A.S. degree graduates was 86%, with 61% of this group working full time. The median salary for respondents employed full time was $30,870, and $10,000 for part-time employed respondents.

- A.A.A./A.A.S. Degree: Eighty-five percent of the respondents with an A.A.A./A.A.S. degree were employed either full or part time. Within this group, 65% of the respondents were employed full time, 16% were employed part time, and 5% were employed part time but looking for full-time employment. The median salary of respondents, employed full time, was $30,918 and the median salary of respondent, employed part time, was $12,000.

- Certificate Degree: The aggregate employment rate of respondents with a Certificate degree was 87%. Sixty-one percent were employed full time and 26% held part-time jobs. The median salary for respondents employed full time with a Certificate degree was $35,500, which was the highest reported full-time salary for all awards. The median salary for part-time employed respondents was $19,500.

Table 20: Median Income Levels By Award Type

Employment Status	Median Income Levels			
	A.A. (N=39)	A.S. (N=365)	A.A.A./A.A.S. (N=350)	Certificate (N=113)
Employed Full-Time	$31,300	$30,870	$30,918	$35,500
Employed Part-Time	$25,000	$10,000	$12,000	$19,500

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Section 5: Education After NVCC

Current Educational Status of Graduates

The graduate survey included a question pertaining to the extent to which the graduates continued their education. There were 641 responses to this question. Table 21 breaks down the educational status of the respondents according to their NVCC award type.

Of the respondents who continued their education, 36% were enrolled full time and 40% were enrolled part time. Approximately 39% of the NVCC graduates, who had obtained a transfer degree, were continuing their education as a full-time student. This percentage was greater than for those NVCC graduates who had obtained an occupational-technical degree (34%). The largest percentage of respondents (42%) who were currently attending school, were enrolled part time and had received an NVCC occupational-technical degree.

Table 21: Educational Status of Respondents By NVCC Award Type

Educational Status	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards (N=641)	
	#	%	#	%	#	%
Full-Time Student	115	38.5	116	33.9	231	36.0
Part-Time Student	109	36.5	145	42.4	254	39.6
Not a Student	75	25.0	81	23.7	156	24.4
Total	**299**	**100.0%**	**342**	**100.0%**	**641**	**100.0%**

NVCC Preparation For Advanced Studies

The survey asked graduates to rate their NVCC education as preparation for their present college studies. There were 441 responses to this question. Table 22 presents the separate results for transfer degree graduates, occupational-technical degree graduates, and all graduates.

Sixty-two percent of the respondents rated their preparation for their present studies as excellent and 37% stated their NVCC preparation was adequate. A slightly higher percentage of the occupational-technical degree graduates stated that their preparation was excellent (64%) compared to those graduates who earned a transfer degree (59%). Only one percent of the graduates who answered this question felt inadequately prepared for their current studies. They were transfer degree graduates.

Table 22: Educational Preparation For Present Studies

Preparation	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards (N=441)	
	#	%	#	%	#	%
Excellent	126	59.1	146	64.0	272	61.7
Adequate	83	39.0	82	36.0	165	37.4
Inadequate	4	1.9	0	0.0	4	0.9
Total	**213**	**100.0%**	**228**	**100.0%**	**441**	**100.0%**

Difficulties With Transferring Credits

Given the high percentage of graduates, who continue their education after NVCC, it is important that students are able to transfer NVCC credit hours without difficulties to four-year institutions. Table 23 lists respondents' credit transfer problems by award type. A total of 61 respondents cited problems in transferring NVCC credit hours. Respondents who had experienced credit transfer problems, but failed to state a reason, were not included in this total.

Of the 61 respondents, 80% were able to transfer NVCC credit hours only as electives. An additional 8% of the respondents with transfer difficulties stated that choosing a new field of study at the transfer institution was a reason for credit transfer problems. The remaining 12% of the 61 respondents cited "Other" as the reason for credit transfer problems. Those graduates, who had earned a transfer degree, had the highest percentage of only being able to transfer NVCC credits as elective courses (83%).

Table 23: Difficulties In Transferring NVCC Credit Hours To Other Institutions*

Transfer Difficulties	Transfer (A.A. & A.S.)		Occupational-Technical (A.A.A., A.A.S., & Cert.)		All Awards (N=61)	
	#	%	#	%	#	%
Transfer As Electives Only	24	83.0%	25	78.0%	49	80.0%
New Field of Study	3	10.0%	2	6.0%	5	8.0%
Other	2	7.0%	5	16.0%	7	12.0%
Total	**29**	**100.0%**	**32**	**100.0%**	**61**	**100.0%**

* Only responses from graduates who confirmed problems transferring NVCC credits are included. Overall totals do not include those who failed to give a reason for their credit transfer problems.

Area Colleges Attended By NVCC Graduates

482 respondents stated that they were continuing their education. Eighty-one percent of the respondents continued their education at institutions in Virginia, 5% in the District of Columbia, 3% in Maryland, and 11% transferred to colleges/universities in other states. As in the past, most of the respondents transferred to George Mason University (39%). The second most popular institution that NVCC graduates transferred to was Strayer College (6%). Catholic University, Georgetown University, and George Washington University were the most popular transfer institutions in the District of Columbia for NVCC graduates. In Maryland, the University of Maryland was selected most frequently by NVCC graduates to continue their education.

Table 24: Colleges and Universities Attended By Respondents, 1997

Virginia		Maryland	
GMU	188	U. OF MARYLAND	13
NVCC	94	OTHER MD	2
STRAYER COLLEGE	27	**Maryland Total**	**15**
OLD DOMINION	20		
MARY WASHINGTON	18	**Washington, D.C.**	
JAMES MADISON	10	CATHOLIC UNIVERSITY	6
MARYMOUNT	9	GEORGETOWN	5
UVA	6	GEORGE WASHINGTON	5
VCU	6	AMERICAN UNIVERSITY	2
RADFORD	4	HOWARD	1
VPI	3	TRINITY COLLEGE	1
WILLIAM AND MARY	3	OTHER DC	2
AVERETT	2	**Washington, D.C. Total**	**22**
PIEDMONT VA C.C.	1		
Virginia Total	**391**	**Other States - Total**	**54**
1997 TOTAL	**482**		

Section 6: Satisfaction with NVCC Education

In addition to the graduate survey questions developed by the Office of Institutional Research, graduates were asked to complete nine questions included from the State Council for Higher Education in Virginia (SCHEV). In order to collect comparable data from community college graduates throughout the state, SCHEV asked all Virginia community colleges to have graduates respond to these questions. Several of the SCHEV mandated questions were similar or identical to questions included in the NVCC section of the graduate survey.[3]

Evaluation of Community College Programs

One of the questions unique to the SCHEV mandated section of the graduate survey was "To what extent does your community college degree program help you perform in the workplace?" There were 670 graduates who responded to this question, with 41% (275 graduates) stating that their NVCC degree helped 'very much' with their performance in the workplace. Thirty-five percent of the respondents stated that their NVCC degree helped 'somewhat' with their performance in the workplace, followed by 12% stating that their degree helped 'very little', and 12% stating that their degree 'did not help at all' with their workplace performance (see Table 25).

Table 25: Responses to the Survey Question "To What Extent Does Your Community College Degree Help You Perform in the Workplace?"

	Respondents	
	#	%
Very Much	275	41.0%
Somewhat	237	35.4%
Very Little	79	11.8%
Not At All	79	11.8%
Total	**670**	**100.0%**

The SCHEV section of the graduate survey also asked graduates to respond to the question, "To what extent did your community college degree program prepare you for responsible citizenship (e.g. better informed about your community and the political process)?" A total of 839 graduates responded to this question, with 21% (179 graduates) stating that their degree prepared them 'very much' for responsible citizenship. This was followed by 45% (373 graduates) stating that their degree prepared them 'somewhat' for responsible citizenship, 22% (188 graduates) stating they were prepared 'very little', and 12% (99 graduates) responding that they were 'not prepared at all' for responsible citizenship.

Graduates were asked in the SCHEV section of the survey to evaluate the community college degree program on the basis of education, advising, and course availability. Graduates were asked to what extent they were satisfied in these three areas. Eight hundred and twenty-nine

[3] A copy of the SCHEV Mandated Survey instrument is attached at the end of this report.

graduates responded to the first section of this question, which pertained to satisfaction with NVCC education. The majority (82%) stated that they were 'very much' satisfied with their education. Seven hundred and sixty-four graduates responded to the second part of the question and evaluated the advising at NVCC. Forty-four percent of the respondents stated that they were 'very much' satisfied with the advising at NVCC, followed by 39% stating that they were 'somewhat' satisfied. Seven hundred and seventy-six graduates responded to the third part of the survey question, rating satisfaction of course availability. The majority (58%) of the respondents stated that they were 'very much' satisfied with NVCC course availability, followed by 37% stating that they were 'somewhat' satisfied (see Table 26).

Table 26: Satisfaction With NVCC Education, Advising, and Course Availability

Level of Satisfaction	Satisfaction with NVCC Education (N=829)		Satisfaction with NVCC Advising (N=764)		Satisfaction with NVCC Course Availability (N=776)	
	#	%	#	%	#	%
Very Much Satisfied	676	81.5%	334	43.7%	449	57.9%
Somewhat Satisfied	143	17.2%	295	38.6%	288	37.1%
Very Little Satisfied	8	1.0%	79	10.3%	32	4.1%
Not At All Satisfied	1	0.1%	24	3.1%	4	0.5%
Not Applicable	1	0.1%	32	4.2%	3	0.4%
Total	**829**	**100.0%**	**764**	**100.0%**	**776**	**100.0%**

Preparation for Bachelor's Degree Programs

In addition to the previously mentioned questions, there were three SCHEV questions that pertained to those respondents who were pursuing a bachelor's degree at the time of the questionnaire. Eight hundred and forty-five graduates responded to the first question in this series, which asked if they were currently pursuing a bachelor's degree. Sixty percent of the respondents were either currently enrolled, had completed a bachelor's degree, or had been enrolled in a bachelor's degree program.

The second SCHEV question pertaining to those respondents who were seeking a bachelor's degree was "To what extent is this bachelor's degree program related to your community college degree program?" There were 469 graduates who responded to this question, with 58% stating that their bachelor's degree was 'very much' related to their NVCC degree. This was followed by 28% of the respondents stating that their NVCC degree was related 'somewhat' to their bachelor's degree (see Table 27).

Four hundred and sixty-five graduates responded to the third SCHEV question, relating to bachelor's degree programs, which was "To what extent did your community college degree program prepare you academically for the bachelor's program?" Over 59% of the respondents stated that they were 'very much' academically prepared for their bachelor's degree. This was followed by 35% of the respondents stating that they were 'somewhat' prepared academically for their bachelor's degree program (see Table 27).

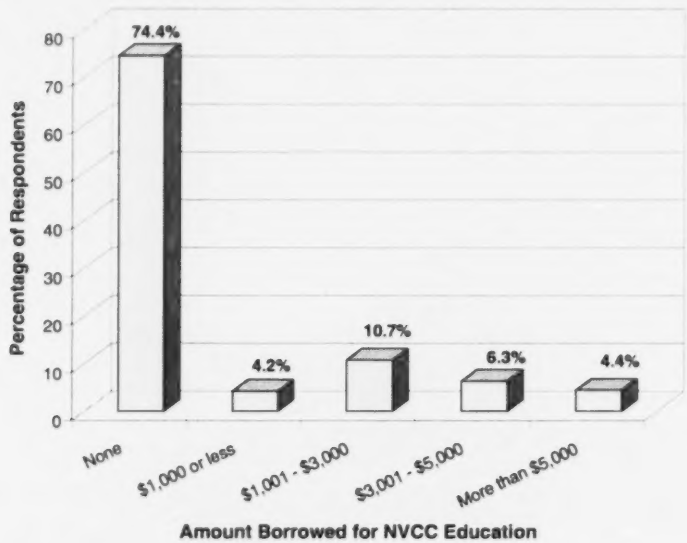
Table 27: Preparation for Bachelor's Degree Programs

Level of Satisfaction	Extent Bachelor's Related to NVCC Degree (N=469)		Prepared Academically for Bachelor's Degree (N=465)	
	#	%	#	%
Very Much Satisfied	271	57.9	275	59.1
Somewhat Satisfied	132	28.2	164	35.3
Very Little Satisfied	39	8.1	21	4.5
Not At All Satisfied	27	5.8	5	1.1
Total	**469**	**100.0%**	**465**	**100.0%**

Money Borrowed for NVCC Education

The SCHEV section of the survey asks graduates to respond to the question, "How much money did you borrow to pay for tuition, books and other educational expenses before you graduated from this community college?" Eight hundred and seventy-one graduates responded to this question, with over 74% (648 graduates) stating that they had not borrowed any money to pay for their NVCC education. Four percent of the respondents reported that they borrowed $1,000 or less, and 11% stated that they had borrowed between $1,001 and $3,000. In addition, 6% stated that they had borrowed between $3,001 and $5,000, and 4% reported that they borrowed more than $5,000 in order to pay for their NVCC education (see Figure 7).

Figure 7: Money Borrowed to Pay for NVCC Education



Section 7: Evaluation of Faculty, Instruction, and Facilities

Comments From the NVCC Graduate Survey

In addition to answering questions concerning education, careers, and salaries, the graduate survey also gave students the opportunity to assess their academic instruction, instructors, and College services and facilities.[4] In the second part of the survey, the graduates were asked to describe what was best about their NVCC education, what problems they experienced as NVCC students, and how the College could improve its services. Of the 936 graduates who completed the survey, 759 provided comments on their NVCC educational experience.

The comments were compiled into a single document and presented to the NVCC Administrative Council and other administrators to be used for planning and decision making purposes. Because the graduate survey is confidential, the Office of Institutional Research took special precautions to ensure that survey responses and comments in the document were not linked to any graduate. Samples of the randomly selected comments are presented in this section.

Question 1:
The first of the three questions was "What was best about your NVCC education?" There were a wide variety of responses from graduates from all five campuses.

- "The best thing about my education at NVCC was the diversity of the ethnic backgrounds of the students and faculty. I learned as much from their experiences and views as I did from textbooks. I also appreciated the small class sizes and the many teachers that took the time to learn each student's name."
- "I was happy to receive a good education at a fair price. I was glad I chose to go to NVCC instead of straight into a four year school after high school. NVCC helped me adjust from high school into a college way of thinking."
- "I really enjoyed taking ELI courses and being able to attend evening courses at NVCC. Also, the costs to attend were very affordable compared to other colleges in the area."

Question 2:
The second question for comment was "What were the major problems, if any, in your NVCC experience?" Respondents addressed a wide variety of concerns from the various campuses. The following are some selected responses:

- "Not being able to transfer most of my associate degree classes (computer)."
- "Availability of access to the computer lab was restrictive and often canceled on key days (like Sat.). I felt like the lab should have been available daily."
- "The parking has gotten way too crowded. There needs to be a parking deck."
- "My first and only real disappointment was that military dependants do not receive a waiver for in-state tuition. I had to wait until I was a state resident."

Question 3:
The third question for comment was "How can NVCC improve its instruction and services?" Similar to the previous two questions, there were a wide variety of responses from the

[4] The OIR report entitled "Evaluation of NVCC By 1997 Graduates, Research Report No. 19-99" presents further evaluations of NVCC instruction, services, and facilities given by 1997 graduate survey respondents.

graduates from all five campuses. The following are some selected responses from this question:

- "Improve library materials. Require silence in the library. Fix air system and sound-proof rooms."
- "More focus on student advisement."
- "Upgrade technology; create web site for all courses and instructors."
- "By making classes available for day and night. This is a community college and there are people who have to work full time and cannot attend the classes that are only offered in the day time."

Section 8: Summary

This report presents information on NVCC graduates from the 1996-1997 graduate survey. The graduate survey is mailed annually to graduates and contains questions regarding educational goals, employment, and the impact NVCC has had upon the continuing education of its graduates. The survey also allows graduates to evaluate their academic instruction at NVCC, their instructors, and the College facilities and services.

There were 2,753 NVCC graduates in 1996-1997. Of those students, 936 responded to the graduate survey (34% response rate). Forty-eight percent of the respondents were under 30 years of age and 28% of the respondents were between 30 and 39 years of age. The majority of the respondents (58%) were female. In addition, the majority of the respondents were White (69%), followed by Black respondents (13%), Asian respondents (9%), and Hispanic respondents (6%). There were slight differences between the racial composition of the respondents and the actual graduating class.

Fifty-three percent of the respondents stated that transferring to a four-year institution was their primary goal when entering NVCC, followed by 26% stating that gaining the skills necessary to enter the workforce was their primary goal. The majority of the respondents (89%) reported that they were planning to pursue an advanced degree. Forty percent stated that they plan to obtain a bachelor's degree, 37% a master's degree, and 12% a doctorate or professional degree.

Of 867 respondents, 63% were employed full time, 19% were employed part time, and 4% were employed part time while seeking full-time work. Three percent of the respondents were unemployed, and another 11% were unemployed, but were not seeking employment. The median income levels (full-time and part-time employment status) for respondents varied between the various award types. The median salary for respondents employed full time with a Certificate degree was $35,500. This was the highest reported full-time salary for all awards. Respondents with an A.A. award had the highest median income level for part-time employment ($25,000).

Four hundred graduates stated that their current job was related to their NVCC major. Of those respondents whose job was related to their NVCC major, 47% graduated with a transfer degree and 53% with an occupational-technical degree.

Thirty-six percent of the respondents were attending school full time, 40% were attending school part time, and 24% were not enrolled in any school. Four hundred and eighty-two respondents stated that they were continuing their education, with 81% continuing at an institution in Virginia, 5% in the District of Columbia, 3% in Maryland, and 11% at institutions in other states. The most popular institution that NVCC graduates transferred to was George Mason University.

Of 670 respondents, 41% stated that their NVCC degree helped them 'very much' with their workplace performance. This was followed by 35% stating that their NVCC degree helped 'somewhat', 12% stating that their degree helped 'very little', and 12% stating that their degree 'did not help at all'. Graduates were also asked the extent that their community college programs prepared them academically for a bachelor's degree program. Over 59% (275 respondents) stated that they were 'very much' academically prepared for their bachelor's degree.

In addition, 871 respondents reported on how much money they borrowed in order to pay for tuition, books, and other educational expenses while enrolled at NVCC. Seventy-four percent of the respondents stated that they had not borrowed any money, 4% reported that they borrowed $1,000 or less, and 11% stated that they had borrowed between $1,001 and $3,000. In addition, 6% stated that they had borrowed between $3,001 and $5,000 and 4% reported that they borrowed more than $5,000 in order to pay for their NVCC education.

The graduates were also given the opportunity to assess their academic instruction, instructors, and College services and facilities. Graduates were asked to describe what was best about their NVCC education, what problems they experienced as NVCC students, and how the College could improve its services. Of the 936 graduates who completed the survey, 759 provided comments on their NVCC educational experience. In addition to these comments, a separate report entitled "Evaluation of NVCC By 1997 Graduates" (Research Report No. 19-99) presents more detailed evaluations from 1997 NVCC graduates on the College and each individual campus.

APPENDIX

Table A1: Respondents' Stated Goals By Award Type and Gender

	Transfer (A.A. & A.S.)						Occupational – Technical (A.A.A., A.A.S., & Cert.)						All Awards	
	Male		Female		Total		Male		Female		Total		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Transfer	101	57.7	126	51.2	227	53.9	104	52.5	146	50.7	250	51.4	477	53.0
Enter Workforce	39	22.3	71	28.9	110	26.1	49	24.7	78	27.1	127	26.1	237	26.0
Improve Job Skills	22	12.6	29	11.8	51	12.1	23	11.6	29	10.1	52	10.7	103	11.0
Personal Enrichment	13	7.4	20	8.1	33	7.8	22	11.1	35	12.2	57	11.7	90	10.0
Total	**175**	**100.0**	**246**	**100.0**	**421**	**100.0**	**198**	**100.0**	**288**	**100.0**	**486**	**100.0**	**907**	**100.0**

Table A2: Respondent's Stated Goals By Award Type and Race

	Transfer (A.A. & A.S.)				Occupational-Technical (A.A.A., A.A.S., and Cert.)				All Awards	
	Minority		White		Minority		White		Total	
	#	%	#	%	#	%	#	%	#	%
Transfer	62	53.4	165	54.1	75	45.7	175	54.3	477	53.0
Enter Workforce	27	23.3	83	27.2	48	29.3	79	24.5	237	26.0
Improve Job Skills	16	13.8	35	11.5	17	10.4	35	10.9	103	11.0
Personal Enrichment	11	9.5	22	7.2	24	14.6	33	10.3	90	10.0
Total	**116**	**100.0**	**305**	**100.0**	**164**	**100.0**	**322**	**100.0**	**907**	**100.0**

{IDNUM}{IDCODE}

NORTHERN VIRGINIA COMMUNITY COLLEGE
Office Of Institutional Research
1997 Graduate Survey

Do not mark in this space

If the address label is incorrect, please make changes below.

Name _____

Address _____

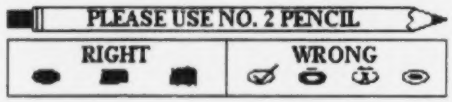
_____

{NAME}
{STREET}
{CITYZIP}

1-{IDNUM}

*** CONFIDENTIAL SURVEY ***

HOW TO FILL OUT THIS SURVEY:



Use a dark pencil or pen. To mark an answer, color in the circle next to the response of your choice. Do NOT mark answer with a check and do NOT circle it. See example below. After you have answered all the questions, please return this survey to NVCC using the pre- paid return envelope. This survey should take about 10 minutes to complete.

Section A : Educational Goals

Please answer all questions in Section A. Fill in the one box for each question that best describes your situation.

1. When you were attending NVCC, what was your primary goal?
   - Transfer to four-year college/university
   - Career training to enter work force
   - Improvement of job skills
   - Personal enrichment

2. Did your goal change while attending NVCC?
   - Yes
   - No

3. Was your educational goal achieved?
   - Yes
   - No

4. What is the HIGHEST degree you plan to earn in the future?
   - No degree
   - Associate degree
   - Bachelor's degree
   - Master's degree
   - Doctorate or Professional degree

5. What is your current occupational status?
   - Full-time employment (35 or more hours/week)
   - Part-time employment (Less than 35 hours/week)
   - Part-time employment but seeking full-time employment
   - Not employed but actively seeking employment
   - Not employed and not actively seeking employment

Section B : Current Educational Status

If you are currently a student, answer the questions in Section B. Fill in one box for each question.
If you are NOT currently a student, skip this section and go to Section C.

6. What is your current educational status?
   - Full-time student (Taking 12 or more credits)
   - Part-time student (Taking fewer than 12 credits)
   - Not a student (Go to Section C, skip Section B))

7. Name of the college/university you presently attend:

_____

8. What is your present major field of study?

_____

9. Is your present major:
   - Related to your NVCC major
   - Not related to your NVCC major

10. How do you rate your NVCC education as preparation for your present college studies?
    - Excellent Preparation
    - Adequate Preparation
    - Inadequate Preparation

11. Did you have difficulty in transferring most of your NVCC credit hours to your transfer college?
    - No (or Not Applicable)
    - Yes - What was the major reason for the difficulty?
      - Some NVCC credits were transferred as electives only
      - Entirely new field of study at transfer institution
      - Other _____

Section C : Current Employment Status

If you are currently employed (full or part-time), fill out this section. Otherwise skip this section and go to Section D.

12. Please provide the following information about your current job (abbreviate if necessary).

    Name of Employer _____

    Street Address _____

    City, State, Zip _____

13. What is your job title? _____

Section C: (Continued) 1997 Graduate Survey

14. Is your current job related to your NVCC degree/certificate?
    Yes - Related
    No - Not Related

15. When did you obtain your current job?
    Before attending NVCC
    While attending NVCC
    After graduating from NVCC

16. Did your NVCC education help you obtain your current job?
    Yes
    No

17. Did your NVCC education help you - (mark all that apply)
    Get a salary increase in your job?
    Gain a promotion?
    Get a better job with new employer?
    Other (specify)_____

18. What is your annual gross income before deductions? (DO NOT include overtime)
    $ _____

Section D : Assessment of College Instruction

19. Considering your OVERALL experience, rate your education at NVCC. Fill in only one box for each question.

	Excellent	Good	Average	Below Average	Poor	No Basis to Judge
A. Writing Effectively						
B. Speaking Effectively						
C. Understanding Mathematics						
D. Using Computers						
E. Understanding International Issues						
F. Cooperating With Others						
G. Providing Leadership						
H. Appreciating Other Points of View						
I. Awareness of Many Cultures						
J. Technical Knowledge in Your Area of Study						
K. Understanding Fundamental Scientific Concepts						

20. In the next section, please rate the instruction and faculty at NVCC. Fill in only one box for each question.

	Excellent	Good	Average	Below Average	Poor	No Basis to Judge
INSTRUCTION :						
A. Quality of Instruction						
B. Course Content						
C. Fairness of Grading						
FACULTY:						
A. Faculty Concern for Students						
B. Faculty Teaching Ability						
C. Faculty Availability						
D. Faculty Advisement						

Section E : Assessment of College Services & Facilities

21. Please rate each of the items below by filling in only one box for each question.

	Excellent	Good	Average	Below Average	Poor	Did Not Use
1. Career & Educational Planning Services						
2. Personal Counseling						
3. Course & Program Advisement						
4. Testing Lab Services						
5. Learning Lab Services						
6. Writing Lab Services						
7. Extended Learning Institute Services (ELI)						
8. Registration						
9. Financial Aid						
10. Student Activities						
11. Campus Security Services						
12. Bookstore						
13. Services for Students with Disabilities						
14. Maintenance & Custodial Services						
15. Classrooms						
16. Science Labs & Equipment						
17. Computer Labs & Facilities						
18. Library Facilities						
19. Learning Lab Facilities						
20. Parking						
21. Cafeteria						
22. Physical Access						

Thank you for your time. Write any comments on the next page. Mail survey using pre-paid envelope, NO postage is required.

{IDNUM}{IDCODE}

NORTHERN VIRGINIA COMMUNITY COLLEGE
Office of Institutional Research
1997 Graduate Survey

COMMENTS: In a few words, please tell us what was best about your NVCC education, what were your major problems, and how the college might improve.

What was best about your NVCC education?

What were the major problems,if any, in your NVCC experience?

How can NVCC improve in its instruction and services?

OPTIONAL: Would you like to receive a telephone call to discuss any of your ratings? If so, please provide your name and telephone number.

Name: _____

Day Phone: _____

Evening Phone: _____

Thank you for taking the time to fill out this survey. Please return it, using the enclosed postage paid envelope to:

Office of Institutional Research, NVCC
4001 Wakefield Chapel Road

{IDNUM}{IDCODE}

SCHEV MANDATED QUESTIONS

Dear Graduate:

The State Council for Higher Education in Virginia (SCHEV) has asked all twenty-three community colleges in the Commonwealth of Virginia to include the following nine questions in their graduate surveys. We realize that the nine additional questions mandated by SCHEV are similar to some you have already answered on the NVCC survey. Please take an additional two minutes and answer the nine questions designed to collect comparable data from community college graduates throughout the state.

If you have any questions about the survey please do not hesitate to call the NVCC, Office of Institutional Research at (703) 323-3129.

Thank you for your cooperation.

1. To what extent were you satisfied with each of these aspects of your community college degree program?

	Very much	Somewhat	Very little	Not at all	Not applicable
A. Education					
B. Advising					
C. Course availability					

2. Are you currently employed?
   - Yes, full-time
   - Yes, part-time
   - No, actively seeking employment
   - No, not actively seeking employment

If you are not currently employed skip the next 2 questions and continue with question #5.

3. To what extent is your community college degree program related to your current occupation?
   Very much Somewhat Very little Not at all

4. To what extent does your community college degree program help you perform in the workplace?
   Very much Somewhat Very little Not at all

5. Are you currently pursuing a bachelor's degree?
   - Yes, full-time
   - Yes, part-time
   - Yes, completed a baccalaureate program
   - Yes, but stopped before graduation
   - No

If you are not currently pursuing a bachelor's degree then skip the next 2 questions and continue with question #8.

6. To what extent is this bachelor's degree program related to your community college degree program?
   Very much Somewhat Very little Not at all

7. To what extent did your community college degree program prepare you academically for the bachelor's program?
   Very much Somewhat Very little Not at all

8. To what extent did your community college degree program prepare you for responsible citizenship (e.g. better informed about your community and the political process)?
   Very much Somewhat Very little Not at all

9. How much money did you borrow to pay for tuition, books and other educational expenses before you graduated from this community college?
   - None
   - $1,000 or less
   - $1,001 - $3,000
   - $3,001 - $5,000
   - More than $5,000

NORTHERN VIRGINIA COMMUNITY COLLEGE

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